Terms of Reference for the endline evaluation of the Skills for Prosperity Programme - Kenya implemented by Leonard Cheshire, International Labour Organization, and The Open University, UK

1. Background to the Skills for Prosperity Programme, Kenya (S4PKe)

S4PKe is part of the global Skills for Prosperity Programme, which draws on UK expertise to improve the equity, quality, and relevance of higher education (HE), technical and vocational education and training (TVET). The 30-month programme, effective from October 2020 to March 2023, with funding from the United Kingdom's Foreign, Commonwealth and Development Office (FCDO) under the UK Prosperity Fund, seeks to improve skill levels, employment rates and productivity for women, low-income youth and persons with disabilities in Kenya. Leonard Cheshire[1] leads this initiative and is in consortium with the International Labour Organization and The Open University, UK.

Kenya has high rates of unemployment with 80% under 35 years old. Unemployed clustered age groups 20-24 and 25-29 stands at 17.6% and 10.7%, respectively (Kenya National Bureau of Statistics -2020); while 66.7% of persons with disabilities unemployed. One of the challenges young people in Kenya face in securing employment is their perceived lack of employability skills. In its 2019 survey report, for example, the Federation of Kenya Employers noted that at least 70% of entry-level recruits required a refresher course to deliver in their new jobs. Moreover, discrimination and social norms shape female labour force participation. Gender imbalance is even more significant within Kenya's labour force, where the female share of total wage employment is underrepresented. Persons with disabilities are also less likely to be employed in the formal sector but more likely than people without disabilities to be self-employed, work in the informal sector.

S4PKe by design aims to achieve change by bringing together stakeholders and organizations to increase inclusive, mutually beneficial economic development resulting from greater, more equitable employability & productivity by enabling policies and practices that ensure access, and sustained quality of TVET and HE relevant to national economies, particularly for the priority target groups of women, low-income youth, and people with disabilities. Five target industry sectors critical for economic development at the national and sub-national levels form a core component of the S4PKe Programme activities in the target TVET and HE institutions, counties, and nationally. These are Building and Construction, Automotive Technology, Agriculture/Agro-processing, Maritime, and Hospitality and Tourism sectors.

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[1] Leonard Cheshire (LC), is an international pan-disability and a leading charity based in the UK that supports persons with disability to live, learn and work as independently as they choose. In Kenya, LC is supporting programmes on inclusive education and economic inclusion and safeguarding.

2. S4PKe Programme Outcomes

Each of the **outcomes** contribute to change at the objective level in the following ways:

- Improved TVET and HE equity through access, quality provision and education progression to employment for low-income youth, women and persons with disabilities in Kenya (Equity)
- Improved learning outcomes from TVET and HE provision in the public to support future employability (Quality)
- Improved Relevance of TVET and HE to the skill set needed by industry in Building and Construction, Automotive Technology, Agriculture/Agro-processing, Maritime and Hospitality and Tourism sectors key to national economic development (Relevance).

The programme assumes the following **intermediate** results.

- Changes in national strategies, policies, and regulation aimed at improving TVET/HE equity in public and private sectors through access, quality provision and education progression to employment for marginalised groups.
- Improved TVET/HE pedagogy and leadership through training, partnerships and the development of effective standards and quality assurance systems and processes and
- Improved public/private sector partnerships and relationships established in the development, management, delivery and assessment of skills development relating to TVET/HE

The programme assumes the following **short term/output** results.

- Improved access, quality provision and education progression to employment process for low-income youth, women and persons with disabilities in TVET and HE in Kenya (Equity),
- Improved teaching and leadership, including teacher training in content or pedagogy in TVET and HEs; leadership coaching; and strengthening of inspection and quality assurance systems and processes in TVET, HE, TVET - Curriculum Development, Assessment, and Certification Council (CDACC), Kenya National Qualifications Authority (KNQA), Technical Vocational Education and Training Authority (TVETA), Kenya Technical Training College (KTTC) and National Industrial Training Authority (NITA) (Quality), and
- Improved industry engagement models to match labour market demand and supply through development of curricula, knowledge and training products for the five target sectors (Relevance).

3. Programme's Theory of Change (ToC)

The programme adapted a revised framework with an emphasis shifting more towards institutional strengthening and systemic change. S4PKe's revised ToC describes how the programme interventions would deliver change, setting out the causal pathway, critical elements, and strategies that have been utilized by the programme. These interventions cumulatively contribute to improved skill levels, employment rates and productivity for women, low-income youth and persons with disabilities in Kenya.

4. Program interventions in more detail

In the lifetime of the programme, the programme employed the following interventions aimed at addressing economic barriers among marginalized young people including women, low-income youth, and youth with disabilities accessing industries and labour market.

4.1 Capacity Building
a. Capacity Building activities to HE institutions, TVETs and TVET agencies including capacity building of TVET agencies on Competence Based Education and Training (CBET).
b. Open Distance and e-Learning/ virtual materials (ODEL) including development of ODEL to improve access to quality provision and education at KTTC and the State Dept of TVET; Digitization of Competency Based Curricula at NITA and TVET-CDACC.
c. Designing, producing and delivering baseline and mastery capacity training programme in digital education (online and blended) for Public HEI staff
d. Safeguarding and GESI Components including trainings on Safeguarding, Gender and Social Inclusion (GESI), Disability Inclusion (DI) and Economic Inclusion (EI) aimed at improving access to quality provision and education to TVET agencies.
e. Delivering training on Safeguarding, GESI and DI and EI to 7 Mainstream TVETs, 3 Vocational Rehabilitation Centres (VRCs), 4 Special Needs TVETS and 37 HE institutions and the State Department of University Education through the S4PKe online platform developed by the Open University;
4.2 Technical Assistance
a. Curricula Reviews including review of occupation training standards, curriculum and assessment tools aimed at improving teaching and leadership, and support in the development of the policy for Recognition of Prior Learning (RPL), Competency-Based Education and Training (CBET) Assessors and verifiers and counsellors
b. Supporting industry engagement models through industrial attachment for KTTC trainers; Developing strategies to catalyse uptake of the schemes and assessment guidelines; Offering targeted support to NITA on strengthening the industry engagement models through the access and use of the disability inclusion employment portals.
c. Development of regulatory standards. In Kenya, there was no standards to guide TVET institutions and the industry on industrial attachment and internships. This, among other factors, has led to lack of quality conduct and training of industrial attachment and internships among TVET providers and the workplace
4.3 Partnerships, Engagement & Convening
a. In addition, the programme created and strengthened industry engagements aimed at improving TVETs and HEIs including Accenture, Mastercard Foundation, KCB-Ajira Foundation, Hyundai/ILO/Plan International; and establishing and developing partnership opportunities aimed at improving financing of TVETs and HEIs (secondary benefits), industry - education links, technical interventions/ support

5. Programme beneficiaries

S4PKe has a broad stakeholder portfolio covering direct and indirect beneficiaries. The programme focuses on institutional strengthening and systemic change with the core,

beneficiaries including marginalized young people (women, low-income youth, and youth with disabilities) who are students or trainees in the target universities (HEIs), TVET institutions and Vocational Rehabilitation Centers (VRCs).

This group is drawn from 14 TVET Institutions and 37 Public Universities; and supported by 569 Teachers and TVET trainers. In addition, 240 Higher Education Staff and Managers; 190 Government Representatives; 510 Industry Representatives are supporting the program across the country including the seven-target counties (Nairobi, Mombasa, Kisumu, Vihiga, Machakos, Trans-Nzoia and Busia) where the target-TVETs are based. In addition, the national level actors include the Ministry of Education (MoE) and Ministry of Labour (MoL) and their agencies.

The programme also works with administrators of target TVET institutions, VRCs and Universities including Principals, managers, deans, Vice Chancellors (VCs), Deputy Vice Chancellors (DVCs), Head of Departments (HoDs) and Registrars; academic staff (lecturers/tutors/instructors in the target TVET institutions, VRCs and Universities); County-level government officials responsible for/ with good knowledge of/ or with access to data relevant to education and skills training in TVET institutions, VRCs and universities (MoE and MoL officials); and national-level government officials responsible for/with good knowledge of/or with access to relevant data on higher education, TVET and VRCs services in Kenya.

6. Rationale of the endline evaluation

In line with Prosperity Fund guidance, the S4P Kenya Programme is responsible for evaluating results relating to the following thematic areas:

- Primary Purpose, including Gender & Social Inclusion – The primary purpose is to support the sustainable and inclusive economic growth needed to reduce poverty in partner middle-income countries (MICs). Consequently, outputs, intermediate outcomes, outcomes, and impacts will be assessed and reported.
- Secondary Benefits – Secondary benefits are the new economic opportunities for international, including UK business, and mutually beneficial economic relationships that arise from delivering the Prosperity Fund's primary purpose. Consequently, outputs, intermediate outcomes, outcomes, and impacts will be assessed and reported.
- Value for Money (VFM) – Value for money aims to connect the costs – financial and human costs of Programme interventions – with the value of those interventions at three levels: costs in relation to inputs, costs in relation to outputs, and costs in relation to outcomes utilizing the DFID 4Es framework (Economy, Efficiency, Effectiveness, Equity). Economy, efficiency, effectiveness, and equity metrics will be monitored and reported.

In light of this, S4PKe is seeking to procure the services of an independent external evaluator (EE) to conduct a mixed-method, gender-sensitive as well as an inclusive- endline study and final evaluation of the project that is inclusive of persons with disabilities.

6.1 Objectives of the evaluation

The objectives of the endline evaluation are:

- To provide a comprehensive measurement of the S4PKe's results against the intended intermediate outcomes and outcomes, in particular improving skill levels, employment rates and productivity for women, low-income youth and persons with disabilities in Kenya
- To understand the drivers, enablers and barriers to improved skill levels, employment rates and productivity for the specific sub-groups (women, low-income youth and persons with disabilities) targeted by the project
- To understand how well the project adapted the design and implementation of activities, and the degree to which these activities achieved their desired effects
- To understand how well the project included and supported women, low-income youth and persons with disabilities, (specifically, capture changes in safeguarding, inclusion and gender-sensitive practices) and has contributed to increasing equity, quality and relevance and improving skill levels, employment rates and productivity.
- To describe and assess the lasting impact that the project has had and will have (or can reasonably be expected to have) at the level of communities and systemically
- To draw lessons from the process, design, implementation, successes and failures of the project and support with the dissemination of evaluation findings and lessons from the project

Findings from the endline review will be used in a variety of ways to drive the global skills for prosperity and evidence impact. At the national and sub-national level, the findings will be used to inform implementation decisions and assess progress against S4PKe targets retrospectively. It will also help in results assessment against indicators set at the output, intermediate outcome, outcome, and impact levels. Specifically, the findings from this evaluation will primarily be used:

- by the S4P team, programme partners and stakeholders to understand the impact of the program during its lifetime;
- by the S4P team to leverage additional resources from existing and new partners and stakeholders to scale-up and sustain the activities /benefits delivered by the project;
- by the community, partners and the Government of Kenya to inform their own support to beneficiaries and to support systemic change;
- to demonstrate accountability for the funding received to FCDO, other UK Government Departments, UK taxpayers, UK media;
- by the Leonard Cheshire to feed into and identify insights to inform programme level questions;
- by other donors, academic institutions and education networks to inform the wider policy debates concerning improving skill levels, employment rates and productivity for women, low-income youth and persons with disabilities in Kenya, and
- data obtained from the VfM analysis will be useful for financial planning, augmenting feedback loops internally, strengthening management decisions, supporting adaptation processes and development of competent learning products that allows for prompt programme adaptation.

7. Evaluation questions

This endline evaluation will utilize a more rigorous approach to assess *contribution* of the interventions to outcomes and impact of the program. The evaluations will be designed around five key evaluation criteria i.e., impact, effectiveness, efficiency, sustainability, and relevance. In addition, the end of project evaluation will provide sustainability insights after the lifetime of the programme. Therefore, the evaluation should include findings and recommendations based on the OECD DAC evaluation criteria[2] listed below, although there will be an opportunity for them to be further refined during the inception phase of the evaluation.

Evaluation criteria	Main evaluation questions and related sub-questions
Relevance	• To what extent were the objectives and design of the project, including the underlying theory of change, valid and did they respond to the needs, priorities and policies of intended beneficiaries (women, low-income youth and persons with disabilities), TVET agencies (TVETA, NITA, TVET-CDACC, KNQA), KTTC, the State Dept of TVET; selected HEIs and the State Dept of Uni Education and Research; consortium partners and other partner organisations? • To what extent did they remain responsive to the needs, priorities and policies of women, low-income youth and persons with disabilities? *Sub-questions* • *Did the project fulfil its original aim? How well did the anticipated and actual timelines for the project activities work in practice?* • *What were the successes of the project? What were the main challenges faced during the project? How were these overcome?* • *What support would have been useful to overcome the challenges (if any) encountered?* • *What were the main lessons learnt during the project?*
Coherence	• To what extent was the project consistent with and complementary to other interventions and policies? Where relevant, to what extent did the project adapt to changes in the policy environment?
Efficiency	• To what extent did the project deliver the intended results in an economic and timely way? • Was the project managed efficiently? • To what extent did the project adopt and apply VfM and 'adaptive management' practices?
Effectiveness	• To what extent were the objectives and intended results of the project achieved, including differential results across the target sectors, target institutions, and target groups (women, low-income youth and persons with disabilities)?

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[2] http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

	• What were the major factors influencing the achievement or non-achievement of the objectives and intended results? *Sub-questions:* • *What impact did the project have on skilling advancing to employment of women, low-income youth and persons with disabilities?* • *What worked (and did not work) to improve skill levels, employment rates and productivity for women, low-income youth and persons with disabilities in Kenya as defined by the project?* • *In relation to, HEIs, what are the perception of educators and educational leaders on the ways in which the Digital Education training supports improvement to skill levels, employment rates and productivity for women, low-income youth and persons with disabilities in Kenya as defined by the project*
Impact	• To what extent did the programme generate or contribute to the generation of significant higher-level effects, whether positive or negative, intended or unintended? *Sub questions* • *In what ways, if any, has being involved in the project impacted on the target beneficiaries? Please provide examples to illustrate, as appropriate.* • *In what ways, if any, has this project impacted on the universities and TVET institutions? In what ways, if any, has this project had impact or influence beyond the learning institutions?* • *In what ways, if any, has this project impacted on its target audience. If this project will benefit students, how many students will it potentially impact?* • *If there are unexpected beneficiaries of the project, please also share details of these and the impact*
Sustainability[3]	• To what extent will the net benefits (whether financial, economic, and/or social) of the project continue? • To what extent was the project successful in building sustainability within the enabling environment for change at institutional and system levels? • What were the major factors which influenced the achievement or non-achievement of sustainability? *Sub-questions:* • *Will the activities funded by FCDO through the programme continue?*

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[3] The sustainability measures are embedded in the revised programme interventions, approaches with capacity building, partnerships, programme adaptations to changes and ownership representing the main pillars in ensuring the impact of the programme continue after funding has ended.

	• *Was the programme successful in leveraging additional interest and investment?* • *How do you anticipate the project will benefit HEI/TVETs now and in the future? How do you anticipate the project will benefit students now and in the future? What plans for further development of the project?*

7.1 Changes and adaptations

The endline evaluation will consider the impact of the program rescoping including the adjustments from the initial theory of change as part of a holistic adaptation strategy, including actions taken to refocus the program, and the advantages of (emerging) opportunities. The evaluation will account for the changes and adaptations focusing on an economic inclusion model, which have been a significant factor in the realization of the project goals but also forming part of the sustainability approach.

8. Scope of work, methodology and approach

The endline study seeks to employ a mix of qualitative and quantitative methods to gather data on key performance indicators, ensure diverse perspectives, and promote different stakeholder groups' participation. As part of the technical proposal, technical Consultants are expected to propose a detailed methodology including the sampling framework **for both qualitative and quantitative samples** that they intend to use for the endline study. This methodology should include both quantitative and qualitative approaches addressing the direct beneficiaries as well as the other key stakeholders.

The scope of the endline study will include the following
• Targeted interventions with all the TVET agencies (TVETA, NITA, TVET-CDACC, KNQA and KTTC), all 37 public universities, all 4 Special Needs and 7 mainstream TVET institutions[4], and 3 Vocational Rehabilitation Centres[5]
• All four TVETs that cater for people with disability (Karen Technical Training Institute for the Deaf in Nairobi County, Machakos Technical Institute for the Blind in Machakos County, St. Joseph's Technical Institute for The Deaf, Nyang'oma in Siaya County, and Sikri Technical Training Institute for the blind and deaf in Homabay County.
• Policy makers, industry, teachers, institutions and education experts.
• Consortium Partners (LC, ILO and OU) – Determine the different interventions and components within their own context.
• Key sectors including building & construction; automotive technology; agriculture/ agro processing; hospitality & tourism; maritime
• In addition to institutional, county, and sector level data collection, supplementary data will also be collected at the national level to measure the status of specific national-level indicators, as guided by the programme logical framework (Refer to the annexed log frame).

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[4] PC Kinyanjui National Polytechnic (Nairobi County), Kabete National Polytechnic (Nairobi County), Kitale National Polytechnic (Trans Nzoia County), Kenya Coast National Polytechnic (Mombasa County), Dr Daniel Wako Murende Technical Training Institute (Busia County), Bumbe Technical Training Institute (Busia County), Ramogi Institute of Agriculture and Technology (Kisumu County);
[5] Odiado (Busia County), Itiando (Vihiga County), and Nairobi Industrial Rehabilitation Centre (Nairobi County)

The endline parameters will include:

- Which target beneficiaries will be reachable, and what data are available to reach them
- How the target beneficiaries at endline compare to those at prior timepoints, and the extent to which a comparison is feasible, and useful
- Trends from the baseline evaluation that S4PKe wishes to pursue and understand further

S4PKe expects the External Evaluator to:

- Support the programme to determine the feasibility and appropriateness of comparison and comparability to prior time points (baseline)
- Describe the overall evaluation approach, drawing from the S4PKe MREL framework, S4PKe Baseline evaluation and available datasets
- Collaborate with the Consortium MEL Manager to agree on final evaluation questions for the endline study
- Identify options for methodologies and possible tools for the agreed evaluation questions
- Review the project's sustainability plan and self-reporting of achievements and progress towards lasting impact, including through the collection of evidence to triangulate the project's claims
- Conduct a thorough desk review, including examining available data from prior evaluations and from monitoring, and activities to inform tools, analysis, reporting
- Develop and agree on a reporting structure and format with the Consortium MEL Manager, including early presentations of emerging findings.

9. Planning and deliverables

9.1 Planning

The deadline for technical proposals submission is **30 November 2022**. It is expected that an external evaluator will be selected on or before **9 December 2022**. The successful technical consultant will provide the following deliverables against the following suggested timeline (to be agreed in the inception phase):

Item	Description	Timeframe
1	Inception report	Drafts: 14 Dec 2022 Final: 16 Dec 2022
2	Tools, mapping of tools and available data to evaluation questions and logframe, sampling frame	Drafts: 19 Dec 2022 Final: 6 Jan 2023
3	Fieldwork, including training of enumerators	9 – 27 Jan 2023
4	Presentation of emerging findings to the FCDO, S4P-MREL Hub, S4PKe Consortium Partners, TVET Institutions, HEI (Validation)	17 Feb 2023
5	Evaluation report, including annexes	Drafts: 3 Mar 2023 Final: 7 Mar 2023
6	Publishable summary of evaluation findings (targeted primarily for external audience, including Government Representatives drawn from the Ministry of Education	13 March 2023

	(MoE) and Ministry of Labour (MoE) and their agencies (TVETA, NITA, TVET-CDACC, KNQA and KTTC).	
7	Slide deck for presenting findings	16 March 2023
8	Presentation of findings in an in-person workshop targeting (1) FCDO, S4P-Hub and other FCDO/S4P-funded projects and (2) Ministry of Education (MoE) and Ministry of Labour (MoE) and other national and regional stakeholders	20 March 2023
9	Data sets, metadata and tools ready for submission to S4P Data Archive Note: All data collection and management will adhere to the strict human subject protection measures as expressed in *General Data Protection Regulation (EU) 2016/679;* and the Kenya Data Protection Act 2019	14 April 2023

9.2 Deliverables

An inception report detailing the design and planned execution of the S4PKe programme endline study. Under this deliverable, the technical consultant will:

- Familiarize with the existing relevant programme documents, including the S4P(Ke) Theory of Change, S4P in-country Results Framework, S4P(Ke) MREL framework, and S4P(Ke) Programmatic reports
- In consultation with the Consortium MEL manager, design the endline study methodology, sampling plan, data collection tools (survey questionnaires, key informant Interview guides, focus group discussion guides, observation guides, etc.) as necessary. The study design and sampling plan must be in line with the Gender Equality and Social inclusion principles
- Develop a practical work plan for the execution of the endline study as per the agreed timelines in consultation with the consortium partners
- Review the report structure for the endline report
- Assemble a research assistant team as necessary and train them on the endline design and data collection tools.
- Submit a concise inception report within the agreed timelines, detailing the endline study design and work plan before starting any data collection.

The draft and final evaluation report should be no longer than 60 pages, excluding the executive summary and annexes. The report should indicatively be structured as follows:

- Executive summary
- Introduction
- Description of the programme, including the theory of change
- Overview of the evaluation approach, the endline methodology and methods used, including limitations and challenges (detailed methodology to be provided in annex)
- Findings

- Conclusions and recommendations
- Annexes

10. Timeline

The timeframe for this consultancy will run from **14 December 2022 to 20 March 2023.** The consultant must ensure the completion of the entire baseline deliverables within this timeframe. The level of effort for this assignment is approximately **40** active and working days.

11. Governance and tasks to be performed by Leonard Cheshire

The following tasks will be performed by S4PKe:

- S4PKe will provide all relevant technical and financial documentation to the EE as required.
- S4PKe will facilitate access to respondents.
- S4PKe will appoint a contact person and a person who the EE will report to.
- The contact person will be (Consortium MEL Manager) for the endline evaluation, while the EE will report to the Chief of Party - Kenya.
- The following tasks will be performed by Consortium MEL Manager:
  - Discussion and approval of evaluation questions, methodology, tools and endline report structure
  - Participating in workshops to discuss endline study (prior to inception report), discuss emerging findings, and sign off the final report
  - Specify a minimum set of annexes required for the evaluation report, including a specification of tables required for the presentation of outcome data.

12. General guidelines, submission and selection criteria

Please submit an Expression of Interest, including the following.

- A detailed technical proposal including
  - Description of how your skills and experience match the TOR requirements,
  - Your understanding of the assignment
  - Proposed methodology, sampling and work plan
  - Background and contract management capacity of the EE, including the team leader
  - Workplan including deliverables
  - Proposed team including roles and responsibilities and time-input allocation for each team members
  - Relevant annexes that further substantiate the technical bid, such as company profile, relevant references and recommendation letters and examples of relevant evaluation reports recently completed.
- A financial proposal: Should include a detailed budget breaking down all costs by different categories, e.g., professional fees, travel, accommodation, etc.
- The currency of the financial proposal is GBP. Please assure that the technical proposal does not refer to any financial figures of the bid.
- Your CV, including track-record of recent projects, references of at least three (3) recent clients.

- Sample of 3 recent similar studies conducted

All eligible proposals will be assessed based on this Terms of Reference and awarded scores following objective technical criteria under four categories.

The weighting for each criterion is given in brackets.

a. Expertise of the firm or institution (15%)
   - Minimum of 10 years of experience in conducting programmatic evaluations in the development sector.
   - Strong experience in skilling, disability, gender and international development programme evaluations.
   - Experience with FCDO, UK AID or EU is desirable.

b. Proposed approach, methodology and workplan (30%)
   - The technical proposal should include and clearly articulate the approach, methodology and methods proposed for the evaluation.
   - The proposal should include a clear workplan with roles and responsibilities and allocation of days for different team members specified.

c. Qualifications and experience of the evaluation team (35%)

   The technical consultant will be responsible for planning and delivering the endline study within the agreed standards and timelines. The technical consultant will recruit and be accountable for all other persons engaged during the study, including the field support staff. The lead consultant will possess the following qualifications:

   - Minimum of a masters' degree qualification from a recognized university in monitoring and evaluation, education, social studies, development studies, economics, or any other relevant degree
   - A minimum of 10 years' experience in conducting project monitoring and evaluation studies, including education initiatives or programmes and experience in Kenya
   - Must have good knowledge and understanding of issues around access to and quality of education at vocational and tertiary levels and employment situations and the challenges faced by the marginalized groups, including women, low-income youth and Persons with Disability (PWD) in accessing training education and employment opportunities within the Kenyan context.
   - Must demonstrate experience of working in Foreign and Commonwealth Development Office (FCDO) funded projects.
   - Specialised thematic expertise on the subject matter evaluated, i.e. gender in education, quality in education, teacher development, safe learning environment
   - Must possess solid methodological and research skills demonstrated through several research pieces and evaluations.
   - Strong research capacity including rigorous quantitative and qualitative data collection, analysis and data visualisation skills, as well as the collection of data from children and vulnerable adults.
   - Must possess excellent report writing, analytical, interpersonal, and communication skills.

- In-depth knowledge of the socio-cultural, economic, and political context of the S4PKe target counties in Kenya
- Ability to produce high-quality work under tight timeframes
- Must be available within the period of the assessment
- A gender balanced team of international and national experts is strongly desired.
- Experts can only be part of one proposal for these terms of reference.

d. Pricing (20%)
- The budget should include all costs, including travel and accommodation for visits, where required. In-country transport, where required, is to be budgeted for. The costing should be done for the data collection scenarios described above.

Contractual obligations will be defined through a standard consultancy agreement, outlining deliverables, timelines, payments, and stating that the intellectual property will belong to Leonard Cheshire. The contract will be in Kenya Shilling (Ksh) and the proposed payment schedule will be:

- 20% at approval of inception report
- 40% at approval of draft evaluation report
- 20% at approval of final evaluation report
- 20% at submission of deliverables 6-9 (publishable summary of evaluation findings; slide deck for presenting findings; presentations of findings; provision of data sets, metadata and tools)

Application submission

Both the detailed technical proposal and financial proposal should be submitted to edgar.makona@leonardcheshire.org and copy christina.muli@leonardcheshire.org in two separate PDF documents with the subject line "Confidential proposal for endline study and final evaluation of the S4PKe". The deadline for submission of proposals is **30 November 2022.**

Annexure

List of abbreviations

CBC	Competency-Based Curriculum
CBET	Competency-Based Education and Training
CDACC	Curriculum Development, Assessment, and Certification Council
CHE	Commission for Higher Education
DFID	Department for International Development
FCDO	Foreign, Commonwealth and Development Office
FGD	Focus Group Discussion
FKE	Federation of Kenya Employers
HE	Higher Education
HEI	Higher Education Institutions
ILO	International Labour Organization
KII	Key Informant Interview
KNBS	Kenya National Bureau of Statistics
KNQA	Kenya National Qualifications Authority
KTTC	Kenya Technical Training College
LC	Leonard Cheshire
LMI	Labor Market Information
LMIS	Labour Market Information System
MoE	Ministry of Education
MoL	Ministry of Labor
NITA	National Industrial Training Authority
OU	The Open University, UK
S4PKE	Skills for Prosperity Kenya Programme
ODEL	Open Distance Education and Learning
OERs	Open Education Resources
PWD	Person with Disability
TVET	Technical Vocational Education and Training
TVETA	Technical Vocational Education and Training Authority
UK	United Kingdom
VET	Vocation Education and Training
VRCs	Vocational Rehabilitation Centres
VTIs	Vocational Training Institutes